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PROCEEDINGS
HOME-MANAGEMENT SPECIALISTS' SECTION
of the
CONFERENCE OF CENTRAL STATES EXTENSION WORKERS

Iowa State College of Agriculture
Ames, Iowa
April 26 to 28, 1926

Contents

| | Page |
|--|------|
| Resolutions..... | 2 |
| Committee reports..... | 3 |
| Scope and units of work..... | 3 |
| Research and general information..... | 3 |
| Home management for girls' clubs..... | 4 |
| Relationship of home management to commercial organizations..... | 5 |
| Minutes..... | 5 |
| Discussions..... | 6 |
| Basic principles of management - money..... | 6 |
| Geneva H. Bane, Ohio. | |
| Scope of long-time home-management program..... | 9 |
| Edna V. Smith, Michigan. | |
| Presenting values in home management..... | 11 |
| Mary Bull, Minnesota. | |
| Relation of home management to other home-economics projects..... | 16 |
| H. Attee Souder, Illinois. | |

UNITED STATES DEPARTMENT OF AGRICULTURE

Extension Service.....C. W. Warburton, Director
Office of Cooperative Extension Work..C. B. Smith, Chief

Washington, D. C.

December, 1926

RESOLUTIONS

- (1) In view of the rapidity with which home demonstration work is developing and of the limitations upon the time and opportunity of the extension worker in keeping in touch with this progress, the home-management section recommends:

That the Federal Office of Cooperative Extension Work be requested to publish monthly a national paper devoted to home demonstration activities.

Such a publication would be most helpful in presenting successful methods of meeting extension problems and presenting new ideas and experiences.

It is felt that this publication could add much to the enthusiasm and devotion of the home demonstration staff to their work, and would aid in giving them a broad national viewpoint of its scope and possibilities.

- (2) In view of the fundamental importance of home management in the development of satisfactory homes and of the complex problems of management involved, we earnestly urge that provision be made for a home-management specialist in the Federal Office of Cooperative Extension Work.
- (3) That all papers and reports presented and the minutes taken at this section be compiled and that the Department at Washington be requested to assume responsibility to obtain general distribution of same to all States concerned.
- (4) The section desires to express its appreciation of this conference and suggests that a similar conference be called at as early a date as is commensurate with consideration of the home program as a whole and the particular needs of the home-management project.

Gertrude Lynn, Iowa.
Geneva Bane, Ohio.
Muriel Smith, Nebraska.
M. Attie Souder, Illinois.

Chairmen of Committees.

COMMITTEE REPORTS

Scope and Units of Work

The home-management specialists have attempted to define the purpose of home management; to outline in general a program of work; and to list units of work which belong to the field of home management. In the complete report under each unit the various phases of each unit have been suggested.

- I. Purpose: To promote the establishment of high type homes and communities, where there is a proper appreciation of the unlimited satisfaction of country life.
- II. Program of Work: The well-rounded home-management program of work should include:
 - (1) The determination of those factors which make for satisfying individual, family, and community life.
 - (2) The utilization of time, energy, and money in a manner which will best promote the achievement of the purpose outlined.
 - (3) The development of appreciations of high standards for cultural, social, and spiritual life.
- III. Units of Instruction:
 - (1) The use of time, emphasizing relative values.
 - (2) Personal efficiency.
 - (3) Kitchen studies.
 - (4) The business side of the home.
 - (5) Cleaning operations.
 - (6) Merchandising.
 - (7) Home sanitation.

Cooperative Units of Work: which may be cared for by the home-management specialist, if not provided for otherwise, are:

- (1) The eradication of household pests.
- (2) Water systems and sewage disposal.
- (3) House furnishings.
- (4) Landscape gardening.

Research and General Information

Realizing that it is the function of the extension specialist to pass on accurate information to the rural women, the home-management section recommends that the home-management specialists keep in close touch with research work.

To this end they recommend that a standing committee on research consisting of three home-management specialists be selected to perform the following duties:

- (1) Once a year or oftener, to gather the opinions of the home-management specialists concerning the research studies which are most needed and to pass on these suggestions to the chairman of the national committee on rural home-management studies under the Purnell Act.
- (2) To inform the home-management specialists once a year or oftener concerning the research studies which are under way or completed and the sources from which the report on these studies may be obtained.

It is the opinion of the home-management section that research studies are especially needed in the following lines:

- (1) Studies which will guide the home maker in deciding upon what kinds of equipment to buy. These studies should include:
 - (a) The relative efficiency of different types of large and small equipment serving a given purpose such as washing machines.
 - (b) The various kinds of equipment needed in an efficient kitchen, selected from the standpoints of ease of manipulation, cleaning, and storage, with efficiency in doing the work and cost.
- (2) Studies which will guide the home maker in deciding in what way to spend her time and which will encourage the appreciation of the value of her time. These studies should include the consideration of:
 - (a) The economic value of her time when spent in different tasks, including housekeeping, farm, and other productive tasks.
 - (b) The practicality of having certain tasks done outside of the home by commercial, cooperative, and paid agencies.
 - (c) The possibilities for work in the home or on the farm which will bring in a cash income.
 - (d) The relative amounts of time to be spent in housekeeping and other productive work, in the nonhousekeeping aspects of home making and in personal life.

Home Management for Girls' Clubs

The home-management specialists report that at present there appears to be no need for a distinct home-management project for girls of club age, and that it is desirable to incorporate in all girls' home-economics projects some phase of home management.

Therefore, they suggest that close cooperation be established between the home-management specialists and the girls' club specialists in developing the home-management problems in the younger and also girls' club projects.

Relationship of Home Management to Commercial Organizations

The home-management section suggests that:

- (1) Home-economics leaders take an active part in directing this cooperation and that it be made only with commercial firms having high ethical and commercial standards and who produce merchandise of recognized value.
- (2) That the home-management specialists through their committee assemble available data concerning merchandise relating to their projects from sources such as commercial organizations, and from research conducted in the various educational institutions, and to distribute the same to each home-management specialist in the several Middle Western States.
- (3) That a committee in each college consisting of persons having extension viewpoint and technical training pass on demonstrations, bulletins, and other illustrative material submitted by commercial organizations to determine the advisability of their use in the State. Reports of these committees to be made available to all home-management specialists through the committee on the relationship of home management to commercial organizations.

MONDAY, April 26.

MINUTES

The meeting was called to order at 1:30 p.m., by Chairman, Miss M. Attie Souder, of Illinois. The home-management section was organized and the following officers elected:

Chairman, Miss Mary Bull, Minnesota.
Timekeeper, Miss Julia Rocheford, Missouri.
Secretary, Miss Mary May Miller, Kentucky.

After the organization of the section, five-minute reports were given as follows:

| | | |
|--|------------------|---------------|
| Personal efficiency, | Mary Bull, | Minnesota. |
| Girls' clubs, | Muriel Smith, | Nebraska. |
| Entomology, | Susan Wilder, | South Dakota. |
| Accounts, | Gertrude Lynn, | Iowa. |
| Cleaning processes, | Alice Flaten, | North Dakota. |
| Laundry, | Wealthy Hale, | Wisconsin. |
| Septic tanks, | Edna V. Smith, | Michigan. |
| Merchandise study, | M. Attie Souder, | Illinois. |
| Kitchen contest, | Mary May Miller, | Kentucky. |
| Accounts, | Geneva Bane, | Ohio. |
| Cooperation with engineering department, | Julia Rocheford, | Missouri. |

The basic principles of management were discussed by Gertrude Lynn of Iowa, Geneva Bane of Ohio, and Alice Flaten of North Dakota. The discussion was led by Misses Wilder and Miller, after which the meeting was adjourned.

TUESDAY, April 27.

The meeting was called to order by the chairman, and the following program was given and discussed.

Scope of long-time home-management program, Edna V. Smith.

Presenting values in home management, Mary Bull.

Relation of home management to other home-economics projects, M. Attie Souder.

Needs of home-management research, Hildegard Kneeland.

The meeting was adjourned.

WEDNESDAY, April 28.

This meeting, which was called to order at 9 o'clock, was held for the purpose of hearing reports of committees. After the discussion and revision of reports they were accepted by the section. The reports were then condensed and presented to the afternoon joint session of the conference. They were approved and accepted. Copies of these reports are attached to these minutes. The home-management section decided to retain its officers and committees which served during this conference until another similar conference is held in the future.

The standing committees of the home-management section are:

Scope of home management, Miss Lynn, Miss Bull, Miss Edna Smith.

Research, Miss Bane, Miss Wiles, Miss Wilder.

Girls' club, Miss Muriel Smith, Miss Mahon, Miss Gannon.

Relationship of home management to commercial organizations, Miss Souder, Miss Hale, Miss Flaten, Miss Miller.

DISCUSSIONS

Basic Principles of Management - Money.

Geneva M. Bane,

Ohio State University.

I can best show the application of basic principles of management as applied to money by telling an actual experience of a little girl in Franklin County, Ohio.

Audrey Emig, age 8 years, was given an allowance of 10 cents each week, with the responsibility of contributing 5 cents each Sunday to church expenses and benevolences. Out of the remainder of her allowance she bought pencils and tablets, and saved enough to buy Christmas presents for her family. During the summer Audrey increased her allowance 50 cents by doing some extra work, so that when Christmas time came she had 90 cents to spend. She bought a 10-cent rubber ball for her baby sister, a 10-cent toy for her younger brother, a 50-cent linen handkerchief for her mother, and 2 red handkerchiefs at 10 cents each for her father. In talking with her mother about her purchases she said, "I could have bought better handkerchiefs for Daddy at 2 for 25 cents but I didn't have the money."

This child's experience shows four important principles of management:

- (1) She used what she had and kept within her means.
- (2) She chose her purchases carefully and considered their quality.
- (3) She took better care of her possessions. (Pencils and tablets lasted longer when Audrey bought them out of her allowance.)

- (4) She saved part of her allowance for future use instead of squandering it upon the things she desired day by day.

In applying these principles to the management of money by rural families, let us consider first the income. This is under the control of the family to a certain extent. It is not entirely dependent upon the weather. At any rate our accounts work has shown that there is more money to spend where adequate use is made of poultry and dairy products, fruits and vegetables produced on the farms. Ohio, like the other States represented in this group, is fortunate in being so situated that it can raise almost everything except tropical fruits. As the value of farm products used in the home increases, the amount spent for food decreases and vice versa, because as human beings we can use only about so much food.

The little girl in my story kept within her means, but she also found a way of increasing her means 50 cents last year. The same is true in farm families. A mother told me last week that their income this year would be cut because their wheat had been winterkilled. She said, "One of the girls will have to go out to work this year to make that up." The farm income is of such a cooperative nature, that children understand that they have a share in production as well as in the use of the income. The mother in this family is a farmers' institute speaker. While she is away the girls do the work of the household and go to school. When they complain of their extra duties because Mother is away, she always tells them that she will be glad to stay at home and do her share of the work, but the extra income will be cut off when she does that. They know what that extra money buys for them, so they go ahead doing their part in the home.

Second: The little girl who did her Christmas shopping on 90 cents spent time and thought upon her buying. She did not take the first thing that she saw. She examined the 10-cent handkerchiefs and compared them with the handkerchiefs that sold at 2 for 25 cents. Can you not see that little 8-year-old child solving the problem of making her money reach - of "making ends meet" as it is commonly expressed by older folks? Choice is something we must exercise every day, not only in our buying, but in the use of our time as well.

A study of our research accounts shows that women are meeting that problem. Some buy in quantity, or buy out of season. I do not mean strawberries in January, but after the rush season. Often there are real bargains in summer materials at the end of the summer. If the housewife is skilled with her needle she can make the clothing or she can alter ready-made clothing (of conservative style) of this season so it can be used next season.

Third: Taking care of our possessions. Have you ever heard agricultural agents, or farm management specialists mention care of farm machinery? They are always telling how important it is to house and protect machinery that is not in use as well as to use it rightly when it is needed. Clothing specialists emphasize the importance of brushing,

cleaning, and hanging up clothing to make it give the best service. "A penny saved is a penny earned" as truly in the care of house furnishings, clothing, and equipment used in the home as it is of farm machinery.

How shall we care for our household machinery? Certainly not by running a washing machine or sewing machine when it needs oil. All of you home-management specialists are familiar with the lack of care given household equipment and furnishings - linoleum that is tacked down at once, without being allowed to stretch; linoleum that soon breaks up because of a rough floor underneath or because the surface has not been oiled or waxed to preserve it; kettles that are ruined by foods boiling dry in them; equipment that will not work because some part is broken or lost, and the like.

Probably one of the greatest possessions that needs care is our health. Certainly a penny saved there by prevention of illness is worth many pennies earned. The responsibility of the mother in the well-being of herself and the whole family is borne in upon me time after time, as I sit with these farm women in summarizing meetings and hear them tell how early feeding or illness has affected the children's teeth or health in such a way that as the children have grown up the mother realizes that her feeding and care, or lack of care because of insufficient knowledge, have been directly responsible for the child's condition.

When I was talking with a certain group of women who were starting accounts, I mentioned the fact that the average amount spent for health in the 26 families whose accounts had been summarized was \$53. One woman said, "That wouldn't pay our dental bill." Then she told me this story:

After her marriage she lived in Baltimore. Her two little girls were born there and were raised on the bottle. When they were old enough to drink milk, they did not care for it and the mother did not insist upon their doing so for as she said, "I tried to economize." Now those girls are in their teens and have trouble with their teeth all the time. Later the family moved to a farm in Ohio and two little boys were born. The boys have always had plenty of milk and they have good teeth. I am telling you this as the farm woman told it to me. She drew the conclusion that because she did not know how to feed her babies properly they will suffer for it throughout their lives. Saving a few cents on milk is making it necessary to spend many dollars for dental work.

Fourth: "She saved part of her allowance for the future." How hard that is sometimes. She had a definite purpose for saving. It was to buy gifts for her family. Our purpose is often more selfish, because we save for ourselves - for emergencies and old age, and yet it is a kindness to our family and friends, and the State as well if we are provident enough to support ourselves to the end of life.

"Raise more corn to feed more hogs to buy more land," is a quotation I heard in my childhood, and it really seemed to be the purpose of life for a few people. This brings us to the fundamental principle of this whole discussion - standards. What standard of living are we trying to set up? Ofttimes farm folks do not see the need of higher standards

because of distance from neighbors and lack of competition among themselves. Some of them do not maintain as high standards as they might. We know something of the economic standard of the poverty group, but what of the middle class? We say our standard should provide for clean, healthful living with education and recreation and savings.

Our accounts studies have given us information concerning the food habits of rural folks, their clothing, education, recreation, savings, and the like. This information has been used by our nutrition and clothing specialists and should be helpful in planning all home-economics projects.

Scope of Long-Time Home-Management Program.

Edna V. Smith, Michigan.

It has been a very few years since the beginning of the efforts in our field of extension work, but during that time a marked change has taken place, principally in our own interpretation and with that the scope of home-management programs.

At first, the majority classed themselves as household management specialists rather than home management and concerned themselves chiefly with the mechanics of the household, with an occasional one considering the economic side. This was helpful and women were interested, but it was not satisfying. It was simply one means to an end and that end or objective never seemed very clearly defined except that our sympathies were with the farm woman and we wanted to make life easier for her.

But as time has gone on the project has been broadened more and more to include not only the housework but the home life as well, and now nearly every specialist speaks of her work as home management. You know Doctor Andrews differentiates between housekeeping and home making in the following manner: "Housekeeping comprises the production work of the household involved in making ready food, clothing, and shelter for its members, including the use of these and other economic goods and service. Home making is the direction of the personal life of the family group." Then he continues to say that housework and home life should be viewed in their wider setting, both as regards the family group and the community and other social groups.

Does this not indicate somewhat the newer interpretation of home management as it is being applied in the extension service to-day?

The housewife is no longer thought of as the poor farm woman, but as a being of intelligence with many problems to solve and with many obligations to meet both in her family and society, in her home, and in her community.

To the farm woman time and money have always seemed the great factors in the solving of her problems. They are desirable requisites and important factors and it should be within our field to direct the intelligent use of both, particularly as they may bring about the development of a desirable standard of living.

Dr. Louise Stanley has set as the goal for a home-management program the obtaining of the best possible standard of living for the family with the available resources. In the future we should give more and more thought to the development of desirable standards of living with perhaps less emphasis on the mechanics of the household, probably using the inductive rather than the deductive method of teaching.

Surely there is a much greater incentive for a housewife to plan a better arranged kitchen or improve her methods of housework when she actually senses the fact that she is doing it in order that she may contribute more to her home and community. Should we not help to arouse a real consciousness on the part of more farm women as to the importance of their jobs as home makers and community workers, as well as housekeepers? Many women have this consciousness but do not have the time for improvement. Would not a broader conception of their jobs on the part of all women have more to do with obtaining the recognition of the census taken than any other one thing?

Should we not as home-management specialists help the housewife and mother to push away the veil so she may be able to picture more clearly her ideal home located in an ideal community where there is a proper appreciation of the unlimited opportunities of rural life?

Should we not help her to see that it is only through good home management that she will have the time and strength to develop within her home the many intangible but most essential characteristics of an ideal home, such as happiness, comfort, cheer, health, good citizenship, inspiration, high endeavor, consideration, patience, endurance, enthusiasm, gentleness, love, sympathy, sense of humor, common sense, and the like?

Should we not help her to visualize this ideal community in which the educational facilities will be on a par with those of the city, where the spiritual development will be directed by good strong leadership, where the social opportunities of the community as well as the home will be of a satisfying character so the young people will not constantly feel the urge for city life, and where the civic obligations will be evidenced in the high caliber of public officials and the progressiveness of the community? Should we not point out possibilities in obtaining this real community life and the home maker's opportunities of contributing toward it. If it is the idealized home and community we are to take as our objective and goal, then we can interpret the scope of our long-time home-management program in terms of the different factors which contribute toward the attainment of this ideal and satisfying home and country life, such as:

- (1) Much optimism.
- (2) Maintaining the physical fitness of the home maker.
- (3) Careful and intelligent distribution of time and energy.
- (4) Proper knowledge of good equipment and good methods in the home.
- (5) Comfortable and attractive homes.
- (6) Pleasant surroundings.
- (7) Wise planning of money expenditures.
- (8) Development of community consciousness.

- (9) Definite consideration of social and educational needs and opportunities.
- (10) Including reading, music, and other cultural advantages in the home life.
- (11) Dignifying the profession of home making.

Presenting Values in Home Management.

Mary Bull, Minnesota.

Presenting values in home management may be defined as presenting to an individual or group the attributed or assumed value of the things which constitute the job of home making and home managing.

The aim in presenting such values is to assist the home maker, if possible, in determining the relative values of home making and housekeeping tasks and practices.

The object is to aid the home maker in establishing a satisfactory and satisfying balance between the home making and housekeeping phases of her business.

In order to present values in home management, there must be in the minds of individuals or groups a consciousness and appreciation of values. This may be done by making a survey of what constitutes the business of home making and listing on a blackboard duties and tasks under two headings - housekeeping and home making. Then check those under housekeeping which must be done and are common to every family regardless of size or personnel.

Lead the group in discussing these items in relation to time and energy consumed in the doing of these things and in relation to factors which might greatly influence the time and energy necessarily spent.

Try to bring out the fact that if these are absolutely essential things, there might be conditions where one would be of greater importance in one family than in another; for instance, in the family where there are very small children or those requiring special diets, something of less importance would need to be left undone that this might receive more attention. Where there are small children, training in habit forming might require so much of the home maker's time that housekeeping tasks would need to be greatly modified.

Check housekeeping items second in importance. Then those home-making tasks most essential to family life. Lead the group in a discussion of these as to greatest importance.

Bring out in this discussion the importance of the personnel of the family in relation to what is most essential to the needs of that family; cooperation in play and recreation as well as work; to the value of comradeship in the development of home interest in children; to the sharing of responsibility by every member of the household to make possible home making as well as housekeeping; and to furnish opportunity for proper development of each individual in the family.

Consider the home and the way in which it is managed in relation to the community and to the importance of participation in community activities.

Discuss plans of work for the day and possible lengths of days.

Discuss suggested plan of work for a day - see attached sheet. Ask leaders to follow this outline and discuss it at the next meeting. Each group member should be asked to follow the same plan and bring it to the group meeting for discussion.

Many interesting items have been added to the plan and those taking the project feel that the making of a study of their job in this way is of great value to them.

In every profession except home management, personal efficiency has been deemed fundamental to success, and much time and money have been expended in investigation to determine how best to increase and maintain efficiency in the particular business under consideration.

The lack of understanding and appreciation of the need for personal efficiency in home making as well as a lack of knowledge of factors affecting the efficiency of home makers is due in part to the general feeling that home making is not a business or profession but just something which women are born to do and something which they are fitted to do without any special preparation or education.

In the last few years, comparatively speaking, more attention is being given to the personal efficiency of home makers by home makers themselves and by others who realize how very necessary is conservation of individual energy in this important and complex business.

Our great problem in extension is how to get all home making housewives to realize that their health, happiness, and pleasure in their home have a very direct relationship to their efficiency, and that a detailed study of the business of home making may result in better methods, better equipment, improved practices, and a saving of time and energy.

In Minnesota we have tried, and are still trying, to create a greater appreciation of personal efficiency in the home maker by emphasizing good posture when performing certain tasks, such as dishwashing, ironing, and sweeping. This is done by having members of the groups work at a certain task and report results. Try standing erect while washing dishes; if the table is too low correct the height, and note the difference in fatigue while working at the correct height and at the original height. Short rest periods are recommended during the busiest time of day and when doing some especially tiring piece of work. This is also tried out by group members and reports given.

We have tried to demonstrate the relationship of cheerful surroundings, good equipment, and good arrangement to personal efficiency through kitchen study and study of equipment.

Such remarks as: "I don't get nearly so tired since I rearranged my work centers so that I have better light and I don't walk as far as I did before," "Since I made a ventilator for my kitchen window, I feel much better and don't have headache so much. The muslin shades which I made for my kitchen windows make my room so much more cheerful," all indicate that study of the kitchen in relation to health and happiness has not been in vain.

The relationship of rest, exercise, and recreation to efficiency, is emphasized by having exercises at stated times during the local-leader training meeting and suggesting that the leaders conduct such rest and recreation at their group meetings.

That this is appreciated is shown by the enthusiasm with which the women participate and by the fact that if as sometimes happens, the specialist gets interested and forgets to give time for exercises, some one in the group will say "Don't you think we might have an exercise." "I believe we will be able to think more clearly and do better work if we do."

The president of the local-leader training group has the responsibility of selecting six persons from the group - two for opening exercises in the morning, two for the noon, and two for an intermission in the afternoon who shall plan for these periods for the following meeting.

Through these and other methods, we are trying to get more home makers to feel that personal efficiency is a very vital factor in the success of their big job. We are pointing out that rest and play are factors in producing efficiency, and that health is a matter of individual responsibility which should not be overlooked.

AGRICULTURAL EXTENSION SERVICE

Home Demonstration Office

University Farm, St. Paul, Minn.

SUGGESTED OUTLINE FOR TWO DAYS' WORK, USING TUESDAY AS WASH DAY

Monday

| | |
|-------------|---|
| 6:00-6:30 | Rise - dress, start breakfast (older children finish preparation). |
| 6:30-7:00 | Outside tasks (chickens). |
| 7:00-7:30 | Breakfast. |
| 7:30-8:15 | Put up lunches and get children ready for school. Older children clear table, stack dishes. |
| 8:15-9:15 | Wash dishes and separator; straighten kitchen. |
| 9:15-10:00 | Make beds, collect soiled clothes, straighten bedrooms. |
| 10:00-10:10 | Rest. |
| 10:10-10:40 | Straighten living room. |
| 10:40-11:30 | Baking (dessert for two days after baking); start dinner preparation. |
| 11:30-11:45 | Chickens and gather eggs. |

11:45-12:00 Finish dinner preparation.
 12:00-12:45 Dinner.
 12:45-1:00 Emergencies.
 1:00-2:00 Clear table, wash dishes; straighten kitchen; any necessary preparation for supper.
 2:00-2:30 Personal.
 2:30-3:00 Write plan for the week.
 3:00-4:30 Repairing which should be done before clothes are laundered or other mending or sewing.
 4:30-5:00 Personal.
 5:00-5:30 Start supper with children's help.
 5:30-6:00 Chickens, children set table, etc., for supper.
 6:00-6:45 Supper.
 6:45-7:30 Put away food, make necessary preparation for breakfast, also for an early start at washing. Children wash dishes and straighten kitchen.
 Evening - reading, recreation.

Tuesday

5:00-6:30 Rise, dress, start washing, start breakfast.
 6:30-7:00 Outside tasks (chickens) children finish breakfast.
 7:00-7:30 Breakfast.
 7:30-8:00 Put up lunches, get children ready for school; children clear table, stack dishes.
 8:00-8:15 Wash separator.
 8:15-10:00 Washing.
 10:00-10:10 Rest.
 10:10-11:15 Washing.
 11:15-12:00 Prepare dinner, wash breakfast dishes, chickens.
 12:00-12:45 Dinner.
 12:45-1:00 Clear table, stack dishes.
 1:00-1:15 Rest.
 1:15-2:30 Finish laundry.
 2:30-3:30 Wash dishes; finish kitchen work.
 3:30-4:00 Make beds and straighten rooms.
 4:00-4:30 Rest.
 4:30-5:00 Take down clothes, folding and putting away those not necessary to iron.
 5:00-5:30 Sprinkling either white or colored clothes.
 5:30-6:00 Start supper, chickens, children set table, etc., for supper.
 6:00-6:45 Supper.
 6:45-7:30 Put away food, emergencies, children wash dishes and straighten kitchen.
 Evening - reading, recreation.

COOPERATIVE EXTENSION SERVICE

Home Demonstration Office

University Farm, St. Paul, Minn.

Making a Plan of Work for a Day.

Name _____ No. in Family _____

Adults _____ Children under 6 _____ Over 6 _____

| | :Estimated : | Actual | | | Time Spent | | | | |
|-------------------|--------------|----------|-------|-------|------------|-------|-------|-------|-------|
| Kinds of work: | time spent: | 1st day: | 2nd ; | 3rd : | 4th : | 5th : | 6th : | 7th : | Total |
| Prep. and serv-: | : | : | : | : | : | : | : | : | : |
| ing of meals : | : | : | : | : | : | : | : | : | : |
| Clear'g table : | : | : | : | : | : | : | : | : | : |
| & put'g food aw: | : | : | : | : | : | : | : | : | : |
| Dish washing : | : | : | : | : | : | : | : | : | : |
| | : | : | : | : | : | : | : | : | : |
| Ed. prep. other : | : | : | : | : | : | : | : | : | : |
| than meals : | : | : | : | : | : | : | : | : | : |
| Other kitchen : | : | : | : | : | : | : | : | : | : |
| work : | : | : | : | : | : | : | : | : | : |
| Care of liv'g : | : | : | : | : | : | : | : | : | : |
| area : | : | : | : | : | : | : | : | : | : |
| Care of sleep- : | : | : | : | : | : | : | : | : | : |
| ing area : | : | : | : | : | : | : | : | : | : |
| Care of chil- : | : | : | : | : | : | : | : | : | : |
| dren : | : | : | : | : | : | : | : | : | : |
| | : | : | : | : | : | : | : | : | : |
| Care of self : | : | : | : | : | : | : | : | : | : |
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| Mending : | : | : | : | : | : | : | : | : | : |
| | : | : | : | : | : | : | : | : | : |
| Washing : | : | : | : | : | : | : | : | : | : |
| | : | : | : | : | : | : | : | : | : |
| Ironing : | : | : | : | : | : | : | : | : | : |
| | : | : | : | : | : | : | : | : | : |
| Rest : | : | : | : | : | : | : | : | : | : |
| | : | : | : | : | : | : | : | : | : |
| Recreation : | : | : | : | : | : | : | : | : | : |
| | : | : | : | : | : | : | : | : | : |
| Bible study : | : | : | : | : | : | : | : | : | : |
| | : | : | : | : | : | : | : | : | : |
| Reading course : | : | : | : | : | : | : | : | : | : |
| | : | : | : | : | : | : | : | : | : |
| Poultry : | : | : | : | : | : | : | : | : | : |
| | : | : | : | : | : | : | : | : | : |
| Outside help : | : | : | : | : | : | : | : | : | : |
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Write any other tasks in open spaces. Estimate time spent on each task listed, then when doing work list time actually spent. Follow this method for a week, indicating in spaces time spent at tasks for each of the seven days and in last space the totals for each. That is, the first line would show the total number of hours spent in the seven days in the preparation of foods other than preparing meals.

Relation of Home Management to Other Home-Economics Projects. M. Attie Souder,
Illinois.

The relationship of home management to other home-economics projects might be considered from a number of angles such as the historical development or the importance of each. But our interest leads us primarily to developing a workable plan for coordinating all these home-economics resources in the service of the farm home. The problems of any home are numerous and complex but these of the farm home are particularly so, because the home is an integral part of the farm business, that partnership increases its duties and responsibilities. The farm home should function not only as an efficient unit but should also aid in developing a higher agriculture. Its share in obtaining social and national betterment is proportionately greater. The objective of home management is a well-balanced home on an adequate standard of living.

The attainment of this objective is beyond the power of home management alone. It can be accomplished only through cooperation and correlation of all the home-economics projects. How could home management balance the time, energy, and money available to be allotted; for example, to clothing and feeding the family group without some evaluation or standards for a well-fed or well-clothed household? How could a just balance be made when the housewife has inadequate technical information or training concerning the things she has to perform without a background of right standards and good training for all the family activities? Even less possible is the saving of time, energy, and money from the productive aspects of housekeeping for the more permanent and vital interest of home making.

Food and nutrition offer standards, both nutritive and economic for the selection, preparation, and serving of food. The nutrition specialist now has some definite standards such as a quart of milk daily for children, and those standards used in baby feeding. Such devices as the food score card for checking individuals on their food habits illustrate the trend toward standards on an optimum nutrition basis at the least cost. Greater emphasis is needed on a study of the economic values of the home-produced food and those purchased in the market. Nutrition standards interpreted in the terms of food score cards and food budgets for the farm family are necessary.

Home management can cooperate by analyzing the time and energy used in food preparation and suggesting changes that will increase efficiency, such as a well-planned working area, better equipment, better arrangement of it, more effective methods of work, and fair time scheduling. A study of household accounts and budgets may disclose mistakes and leaks in the food habits of the family and thereby aid in directing a fair expenditure on food.

The points of contact between the home-management project and the clothing project are many. The clothing project gives bases of suggestions for good selection and construction, such as design and color appropriate to the needs, knowledge of textiles as it affects wear, laundering and protecting from household pests. Instruction in short cuts in sewing is in direct accord with the purpose of home management. The clothing inventories coupled with analyses of individual clothing needs and a resultant clothing budget is a big contribution to the fair planning of the family budget. In this connection more and varied sub-projects on buying and care of clothing, for example underwear, gloves, hose, household linens, would net economic saving. Special emphasis could advantageously be applied to developing a standard for the farm woman's clothing, particularly her working costume. What is the best solution of an efficient dual indoor and outdoor working costume, or should it be two outfits? Clothes increase efficiency.

Home furnishing in many States is still a part of home management. It is hard to separate them, for beautiful, well-arranged surroundings, materially increase efficiency. Home furnishing has a wealth of standards, art principles, such as design, color, balance, proportion, emphasis, rhythm, variety, unity. The application of these to the many sided problem of the farm home merits more attention. Use color as an illustration. Yellow suggests light and cheer but put it in a room with a southern exposure, unprotected from direct sunlight and it may not affect the people within with cheerfulness, but rather with nervous irritation which will result in decreased ability. The application of these art standards has such an important psychological effect upon people that home furnishing is indispensable in the development of a well-balanced life. An appreciation and enjoyment of the beautiful is a spiritual asset.

Historically, health education is one of the later additions to home economics, but in importance it takes place in the front ranks. Particularly is this true in its relationship to home management. The housewife as the manager and balance-wheel of all the home activities must have physical health, the first prerequisite of human efficiency. Home sanitation on many farms is given far too little consideration. Health demands it, so does home management.

In our State child training has been lately added to the home-economics extension work. In fact, it was written into the program of work of the American Home Economics Association only about three years ago. Obviously, its relationship to home management is vital and motivating. One of our home-bureau women expressed this relationship very aptly when she remarked: "The real end of the home is the child. Home management should give us parents time and energy not only to live with our children and train them, but to receive training ourselves." Modern social conditions and scientific research are forcing parents to realize this need of technical training.

Each home-economics subject has its contribution of standards, technical information and training to give. Home management should contribute a plan for coordinating all these activities of the home-feeding, clothing, housing, health, aesthetic and spiritual development, and human relationships not only within the group, but toward society at large. Furthermore, it should provide for a balanced spending of time, energy, and money for each activity. All those engaged in home-economics extension work should visualize the farm home that functions vitally and plan their programs of work accordingly.

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